

## Secondary Teachers' and Their Supervisors' Perceptions of Current and Desired Observation Practices

Vincent A. Romano Jr.  
St. John's University

### Abstract

The purpose of this research is to provide insight on how to improve current classroom observation practices in order to meet the needs of teachers, promote professional growth, and develop effective supervision practices.

This study built upon previous research which identified four key components of a classroom observation process that promotes instructional growth and development: instructional improvement practice, purpose of observation, professional trust, and reflective thinking (Ginsberg, 2003; Card 2006). These dimensions were used in this study and results were analyzed by teacher, by supervisor, and then compared by teacher and supervisor.

The participants in this study consisted of 263 faculty from one junior-senior high school district in Nassau County, New York grades 7-12. Subjects were asked to respond to a 38 question survey, which asked teachers and supervisors to respond to how frequently they experienced a specific behavior, and how desirable or important they believed that behavior was as an action that would help improve teacher performance.

The research showed that teachers and supervisors agreed on important practices that promote instructional improvement of teachers, but they disagreed on the extent to which it existed in their current process. Supervisors demonstrated higher scores for *existence of practice* when compared to teachers. *Professional trust* represented the largest mean change score for *existing practice*.

### Keywords

classroom observation, teacher observation, supervision practices, instructional improvement, evaluation of teaching, professional trust, reflective thinking

### Introduction

A wide body of research confirms that the single most important factor to improving student achievement is the quality of the teacher that stands before them each day. As a result, teacher effectiveness is at the forefront of the United States academic agenda. In fact, a major component of Race to The Top (RTTT)

legislation is to evaluate teacher effectiveness (e.g., by rating teachers as highly effective,

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#### Corresponding Author:

Vincent A. Romano Jr., EdD  
80 Ocean Avenue,  
Malverne, New York 11565  
Email: [vrome25.vr@gmail.com](mailto:vrome25.vr@gmail.com)

effective, developing, and ineffective) and using the evaluations as a basis for hiring, merit pay, and firing decisions. The stated purpose is to improve teacher effectiveness by conducting classroom observations that provide teachers with constructive feedback. Under the current Annual Professional Performance Review (APPR) regulations, a minimum of 31% of a teacher's end-of-year evaluation must be based on multiple classroom observations (New York State Education Department August, 2012). As the new Race to The Top legislation forces educational leaders to engage in redesigning evaluation processes and criteria, it is important that they look to the research for guidance. The purpose of the author's research was to provide insight on how to improve current classroom observation practices to meet the needs of the teachers, promote professional growth, and develop effective supervision practices.

Classroom observation is the key to improvement. As policy makers and educational leaders pursue excellence in education through the promotion of professional development of our teachers, they cannot overlook the potential of the observation process to that development. As Marzano stated, "When done well, the process of supervision can be instrumental in producing incremental gains in teacher expertise, which can produce incremental gains in student achievement" (Marzano et al., 2011, p. 3). Coppola, Scricca, and Connors agreed, stating that a fully integrated, sound observation process is critical in developing a successful program of instruction, in providing meaningful staff development, and in building a great school.

Unfortunately, much of the research highlights the ineffectiveness of current observation practices. For example, according to Toch and Rothman in their report, *Rush to Judgment*, teacher evaluation systems throughout public education are superficial,

capricious, and often do not even directly address the quality of instruction, much less measure students' learning. In a recent study conducted by The New Teacher Project (2009), teacher evaluation and observation practices were heavily criticized. The report found that 73 percent of teachers surveyed said their most recent evaluation did not identify any development area; only 57 percent of novice teachers, who are most in need of feedback, received specific information on how to improve their practice. Districts also failed to provide targeted support to the subset of teachers who have had developmental areas identified. Less than half (45 percent) of teachers across all districts who had development areas identified said they received useful support to improve those areas. Worse yet, 47 percent of teachers reported not having participated in a single informal conversation with their administrator in the year preceding the study about improving aspects of their instructional performance.

## Methods and Materials

This study built upon previous research which identified four key components of a classroom observation process that promotes instructional growth and development: instructional improvement practice, purpose of observation, professional trust, and reflective thinking (Ginsberg, 2003; Card 2006). These dimensions were used in this study and results were analyzed by teacher, by supervisor, and then compared by teacher and supervisor. Both studies included teachers from suburban Long Island (New York State) communities. This research broadens previous work by not only analyzing high school teachers' perceptions, but also the perceptions of their supervisors. Differences in perception between supervisor and teacher were compared in using the observation process for the purpose of instructional improvement.

The participants in this study consisted of 263 faculty from one junior senior high school district in Nassau County grades 7-12. Teachers completed the survey titled “A Survey of Teacher Observation Practice” and supervisors completed the “Supervisors Analysis of Their Observation Practice.” Subjects were instructed to respond to each of the 38 items using a five-point Likert scale by circling the number of the response chosen to indicate the level of agreement or non-agreement with the item. They were asked to circle two responses per question; one response indicated their attitude of how important the item is to the observation process and the second measured their attitude of what is really happening when they are observed.

A t-test for matched pairs was computed to determine whether statistical differences existed between QIP (*questions importance of practice*) and QEP (*questions experienced practice*) categorical variables. This was done independently for teachers and then supervisors.

A series of independent t-tests were also used to determine if a statistical significant difference existed for category ratings for QEP or QIP variables between teachers and supervisors. A Bonferroni Correction was applied to control for multiple comparisons.

In a further analysis, a multivariate repeated-measures ANOVA was used to examine

for the interaction between the independent group with the within subject variable. The repeated measures independent variable was *group* (teacher vs. supervisor) and the repeated measures dependent variable was the difference score between the QIP and QEP category variables.

## Results

The t-test for matched pairs revealed a significant difference for both teachers ( $t(219) = 12.5, p \leq .001$ ) and supervisors ( $t(42) = 6.2, p < .001$ ) in that the mean for the *existing practice* was lower than the mean for the *importance of practice* on all dimensions except for *supervisor-professional trust* ( $t(42) = 2.5, p = .015$ ). Supervisors stated that they believed *professional trust* was important and that it did exist in their current observation process.

Independent t-tests did not result in a significant difference between teachers and supervisors for the Importance of practice category variables ( $t(261) = -1.1$ ). However for the *existence of practice*, there was a statistically significant difference for all variables ( $t[90.5] = -4.1, p < .001$ ) except Purpose ( $t[75.1] = -1.8, p = .07$ ), which still showed a trend ( $p < .1$ ). Supervisors demonstrated higher scores for *existence of practice* when compared to teachers (see Table 1).

QIP_Variable	Teacher	Supervisor	T	P
Total	171.5 ( $\pm 17.7$ )	174.5 ( $\pm 13.4$ )	$t(261) = -1.1$	NS
Instructional Improvement	45.7 ( $\pm 4.8$ )	46.6 ( $\pm 3.6$ )	$t(75.5) = -1.4$	NS
Purpose	43.9 ( $\pm 5.8$ )	44.1 ( $\pm 5.3$ )	$t(261) = -0.2$	NS
Professional Trust	59.8 ( $\pm 6.2$ )	61.2 ( $\pm 4.4$ )	$t(261) = -1.5$	NS
Reflective Thinking	22.1 ( $\pm 3.1$ )	22.6 ( $\pm 2.1$ )	$t(80.1) = -1.2$	NS

**Table 1:** Total Scores Between Teacher and Supervisor Groups: Importance of Practice

The researcher concluded that teachers and supervisors agreed on important practices that promote instructional improvement of teachers, but they disagreed on the extent to which it existed in their current observation process. Supervisors demonstrated higher scores for *existence of practice* when compared to teachers. *Professional trust* represented the largest mean change score for *existing practice*.

## Discussion

### Instructional Improvement

The teachers and supervisors who participated in this study agreed on ten characteristics that an observer must possess in order to promote instructional growth and development of teachers. They stated that classroom observers:

1. need honesty;
2. need to maintain confidentiality;
3. need to use the observation process for the express purpose of promoting instructional improvement;
4. need to use the observation process to advance teachers' understanding in greater depth all aspects of their lesson;
5. need to use the observation process to encourage teachers to experiment with creative educational strategies;
6. need to use the observation process to encourage teachers to be cognizant of their educational goals, objectives, and/or instructional strategies;
7. need to use the observation process to challenge teachers to identify possible relationships between particular teaching strategies and desired outcomes;
8. need to use the observation process to identify educational resources needed to assist teachers in creating students' successes;
9. need to create a learning environment that promotes success for all students;

10. need to promote a spirit of cooperation.

These findings support suggestions by researchers and practitioners on important factors that contribute to the professional growth of teachers. For example, according to the book "Supportive Supervision Becoming a Teacher of Teachers," classroom observation is an integral component of the Supportive Supervision program, which is designed to guide administrators in their role as instructional leaders. They state the goal of observing teachers is the improvement of instruction through diagnosis and remediation. "Observations must be a collaborative effort involving the sharing of ideas, experience, and expertise. To effect growth through the instructional process one must build greater levels of trust with the teacher and always encourage self-analysis and reflection (Coppola et al., 2004, Pg. 9)." The research on clinical supervision, which has emerged as a major force in educational supervision since the 1960s, has been replete with concepts of collegiality, collaboration, assistance, and improvement of instruction (Sullivan & Glanz, 2009).

Most of the literature on classroom observation confirms that the overriding purpose is to improve classroom instruction of teachers, a definition that the supervisors and teachers in this study agreed with. However, the author found that although teachers and supervisors agreed on specific behaviors necessary for instructional improvement, they disagreed on the extent to which it existed in the current process. In fact, findings for question 7, which states, "my observer's formal classroom observations are used to promote instructional improvement," represented the largest gap for existence of practice between teachers and supervisors. Less than 50% of teachers reported that this goal is almost always the reason for classroom observations, as compared to 72% of

their supervisors. Twenty-five percent of teachers reported that this purpose is sometimes, seldom, or almost never the reason for classroom observations ( $X^2 [4] = 11.5$ ,  $p = .012$ ). These findings have implications for building and central office administrators as they revise and evaluate their current practices. A careful examination of the process, behaviors, and language used by supervisors must be done in order to identify reasons for this discrepancy. Perhaps more dialogue and training among supervisors in order to improve consistency and to develop strategies on creating a culture of professional development.

One of the most frequent complaints from teachers is that the supervisory process is seldom useful. Teachers sit through the pre-observation, observation, and feedback cycle, but it does not help them improve their teaching. According to Sullivan and Glanz (2009), one aspect of the process that limits supervisory effectiveness is a lack of descriptive data and/or the failure to share those descriptive data directly with the teacher. This researcher revealed that 12% of supervisors reported that “expressing feelings honestly” is only *sometimes* important with 77% reporting that it should *almost always* be present. In contrast, 98% of teachers stated that this behavior should *frequently* or *almost always* exist if instructional improvement is to occur ( $X^2 [2] = 8.9$ ,  $p = .012$ ). Teachers also expressed a desire for their supervisors to challenge them to identify relationships between particular teaching strategies and desired outcomes, as well as encourage them to be cognizant of their educational goals, objectives, and/or instructional strategies. Supervisors must be willing to be honest even if what they are sharing is critical of the teacher, and even more important is to provide teachers with the opportunity to analyze and critically assess their own work. In order for this exchange to occur,

the observer must collect evidence of effective and ineffective instructional practices and develop a “lesson plan” on how to assist teachers in discovering this information- much like teachers do when preparing to teach their students.

### **Purpose of Classroom Observation**

In the domain purpose of the classroom observation, survey questions were primarily related to the preconference with teachers. This cooperative time is very important and gives teachers the opportunity to take ownership of their observations. Establishing mutual expectations and goals between the teacher and observer helps to foster an environment where teachers can grow (Ginsberg, 2003).

The main purpose of the preconference is to decide the focus of the observation. Whereas the chief purpose of the observation is to improve instruction, it is essential to have the teacher’s perspective on his/her concerns and interests. Change and growth occurs most easily if the teacher has a role in providing the focus (Sullivan & Glanz, 2009). In many ways, the pre-conference is an excellent context for supervisors to “teach teachers” sound lesson planning and successful instructional methodology (Coppola, Scricca, & Connors, 2004). The findings of this study supported that teachers believe these practices are important and should almost always be present, but that they occur less than frequently ( $t[219] = 12.5$ ,  $p \leq .001$ ). Supervisors agreed with teachers’ responses on the importance of a preconference ( $t[42] = 6.2$ ,  $p \leq .001$ ). It is important practice and valuable to encourage teachers to mentally rehearse and articulate the lesson to be taught, including the objective, the content, pivotal questions, assessment strategies, and what students are expected to do and learn. For supervisors it is important to engage teachers in

discussion by asking probing and clarifying questions.

### Professional Trust

When trust is high in schools, teachers are more likely to make the changes that will help raise student achievement (Bryk & Schneider, 2003). For example, during the teacher observation and conferencing phases, teachers need to believe that they can frankly discuss what is working in their classroom during observations and take risks by trying out new strategies when teaching to improve their practice. If teachers believe that observers will be overly critical of their performance, teachers are unlikely to go beyond their comfort level during a lesson, especially if they perceive that little margin for error exists (Danielson & McGreal, 2000). The data revealed that both teachers and supervisors view professional trust as an important behavior of the classroom observation process as it relates to the improvement of teacher effectiveness.

The respondents in this study indicated the following observer behaviors as necessary in order for classroom observations to promote teacher growth: to respond to teachers with praise; to follow through on commitments made; accept responsibility for his/her actions; demonstrate acceptance of teachers' ideas; to speak positively about supervision; to take interest in teachers as individuals beyond the role of a supervisor; to continually examine ways to improve his/her observation performance; to support goals that are within teachers' abilities; to react to teachers in an appropriate manner when they are in need of support; and to listen actively, reflectively, and empathetically to teachers.

However, when subjects in this study were asked about the extent to which they experienced the behaviors mentioned above, teachers stated that these behaviors occur frequently, whereas supervisors stated that these

behaviors occur almost always. Professional trust represented the largest gap (mean score of 7.1) between the perceptions of teachers and supervisors out of all four categories examined  $t(126.1) = -6.8$ .

Contrary to the research mentioned above, teachers in this study expressed a desire to experience a stronger bond of trust with their supervisors. More specifically, teachers described a desire for their observer to take responsibility for his/her actions, to follow through on commitments made, to exhibit an interest in teachers beyond his/her role as a supervisor, to listen actively, reflectively, and empathetically, to express a willingness to support teachers' ideas, and to react in an appropriate manner when teachers are in need of support. Ineffective communication, including individuals' inability or unwillingness to listen to what people have to say, precipitates isolation among administrators and teachers and creates a feeling of distrust

(Blase, J 2001). Eighty-one percent of supervisors reported that the act of listening actively, reflectively, and empathetically to their teachers happens *almost always*. When the same question was asked of teachers, only 46% agreed and nearly 10% stated that this behavior *seldom*, or *almost never* happens ( $\chi^2[4] = 19.3$ ,  $p=.001$ ). Similarly, 98% of supervisors described that they express a willingness to support teachers' ideas. In contrast, 79% agreed and 20% of teachers responded that this conduct *sometimes* or *seldom* happens ( $p=.001$ ). As declared by Bryk and Schneider, (as cited in Alvy and Robbins, 2010) who established a connection between the level of trust in a school and student learning, "trust in and of itself does not directly affect student learning, but it fosters a set of organizational conditions, some structural and others social-psychological, that make it more conducive for individuals to initiate and sustain the kinds of activities

necessary to affect productivity improvements.” Building and nurturing trusting relationships with teachers cannot be understated. If a feeling of distrust permeates the school culture and teachers do not feel safe, the classroom observation process for the purpose of instructional improvement is rendered useless. Building professional trust is a concept that supervisors need to reflect on. As this study indicates, effective supervisors care; they view their teachers as more than just a means to an end.

### **Reflective Thinking**

It is now well recognized that few activities promote professional learning as effectively as structured reflection on practice (Danielson & McGreal, 2000). Glickman stated the purpose of clinical supervision is to assist teachers to become more reflective about what they do in the classroom (Glickman, Gordon, Ross, 2010). Lieberman (1995) reminds us, people learn best through active involvement and through thinking about and becoming articulate about what they have learned. Processes, practices, and policies built on this view of learning are at the heart of a more expanded view of teacher development that encourages teachers to involve themselves as learners in much the same way as they wish their students would (Lieberman, A. 1995). This study found that teachers and supervisors both agreed on the importance of reflective practice and stated that behaviors encouraging it should almost always be present. However, they disagreed on the extent to which it existed in the current observation process.

Teachers suggested it was important to ask inquiry questions during the lesson such as “What made you think of that?” in response to unusual questions by students. They indicated that it was important for their observer to help clarify instructional strategies and for their observer to encourage teachers to observe a

colleagues’ teaching style. Teachers stated these practices occurred less than frequently in their current observation process.

This study reaffirms the importance of encouraging teachers to assume responsibility for their own professional development through reflective thinking. As Sullivan and Glanz point out, we know that even when supervisors gather and share objective data with teachers, rather than encourage dialogue about teaching and collaborative planning, they quickly shift attention to suggestions for improvement. Rather than empowering teachers to analyze and critically assess their own work, the supervisors fall into traditional patterns and provide answers (Sullivan & Glanz, 2009). The body of research reiterated the value of providing opportunities for teachers to observe and discuss effective teaching as an important part of developing expertise among classroom teachers. Without the opportunity to observe and interact with other teachers, their method of generating new knowledge about teaching is limited to personal trial and error (Marzano et al., 2011).

### **Recommendations from this Research**

Based on the findings, analysis, and conclusions of this study, this researcher offers the following recommendations to supervisors of teachers:

1. Classroom observations should be used to promote professional development of teachers. This practice must be evident in every step of the process.
2. Classroom observations should be a collaborative effort between teachers and supervisors involving the sharing of ideas, strategies, and experiences.
3. Classroom observation critiques should be supported by evidence. Supervisors must provide specific documentation that supports the

- conclusions (commendations and recommendations) drawn from the lesson observed.
4. During the pre-observation conference, supervisors should encourage teachers to clarify their goals, teaching strategies, and student achievement assessment techniques for the lesson to be observed.
  5. During the post-observation conference, supervisors should encourage teachers to analyze and self-reflect on their lesson. Supervisors need to ask questions and work with the teacher to help him/her recognize what went well and what realms need improvement.
  6. During the post-observation conference, supervisors should encourage teachers to compare what they planned for the lesson with how the lesson actually went and to challenge teachers to infer relationships between their decisions and student achievement during the lesson.
  7. During the post-observation conference, the supervisor should identify and provide teachers with the educational resources needed to assist in the teacher's development.
  8. Supervisors should promote an atmosphere of trust by expressing his/her feelings honestly, maintaining confidentiality, following through on commitments made, and accepting responsibility for his/her actions.
  9. Supervisors should build relationships founded on trust and encouragement by reacting to teachers in an appropriate manner when they need support, exhibiting an interest in teachers beyond his/her role as a

supervisor, using praise when appropriate, and demonstrating an acceptance and a willingness to support their ideas.

10. Supervisor should continually examine ways to improve their observation performance.

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### About the Author

Vincent Romano, Ed.D, is a principal at a suburban high school on the south shore of Long Island, New York. He has served as an assistant principal at the high school and middle school levels, as a district-wide chairperson of social studies, and a social studies teacher. He is a staff developer and has presented at various local, state, and national conferences. He received his doctorate from St. John's University and completed both his master's and bachelor's degrees at SUNY Stony Brook.

## Appendix A

### Survey Instrument for Teachers

#### A Survey of Teacher Observation Practice

**ALL REPONSES ARE CONFIDENTIAL:** Please answer all questions on the following pages and return it to the envelope provided and seal it. There is a box in the main office of your building where you can drop it. Thank you again for your participation.

#### Part I: Demographic Data

1. Current Position:
 

<input type="checkbox"/> Tenured Teacher <input type="checkbox"/> Non-Tenured Teacher	<input type="checkbox"/> Music and Fine Arts <input type="checkbox"/> Physical Education <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Special Education <input type="checkbox"/> School Counselor
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2. Number of years of classroom teaching experience:
 

<input type="checkbox"/> 1-3 years (non-tenured) <input type="checkbox"/> 4-8 years <input type="checkbox"/> 9-13 years <input type="checkbox"/> 14-18 years <input type="checkbox"/> 19+ years	5. Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
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3. Education level (Check all that apply):
 

<input type="checkbox"/> Bachelor's Degree <input type="checkbox"/> Master's Degree <input type="checkbox"/> Second Master's Degree <input type="checkbox"/> Professional Degree <input type="checkbox"/> Doctorate Degree	6. Ethnic Background: <input type="checkbox"/> African-American <input type="checkbox"/> Asian <input type="checkbox"/> Caucasian <input type="checkbox"/> Latino <input type="checkbox"/> Native American <input type="checkbox"/> Other _____
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4. Certification area:
 

<input type="checkbox"/> Business/ Family and Consumer Science <input type="checkbox"/> English <input type="checkbox"/> Foreign Language/ ESL <input type="checkbox"/> Mathematics	7. Primary Observer: (Individual responsible for majority of your observations) <input type="checkbox"/> Chairperson/Director <input type="checkbox"/> Building Level Administrator
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8. Type of School:

- \_\_\_\_\_ High School  
 \_\_\_\_\_ Middle/Junior High School

9. A clinical supervision process is used in classroom observations?

\_\_\_\_\_ Yes  
 \_\_\_\_\_ No

10. My classroom observer has the knowledge to discuss the content of my classes with me.

\_\_\_\_\_ Yes  
 \_\_\_\_\_ No

11. My experience in the classroom observation process has helped me to improve and become a more effective teacher.

\_\_\_\_\_ Strongly Agree  
 \_\_\_\_\_ Agree  
 \_\_\_\_\_ Somewhat Agree  
 \_\_\_\_\_ Somewhat Disagree  
 \_\_\_\_\_ Disagree  
 \_\_\_\_\_ Strongly Disagree

## Part II: Survey Questions

The purpose of this survey is to measure your point of view on classroom observation practices. You will respond twice for each statement. The first response titled **IMPORTANCE** is measuring your attitude of how important the item is in the observation practice. The second response titled **EXISTING** is measuring your attitude of what is really happening when you are observed. For the purpose of this survey the word "observer" will refer to your primary observer. The numerical scale is rated as follows:

1 (Almost Never)    2 (Seldom)    3 (Sometimes)    4 (Frequently)    5 (Almost Always)

### IMPORTANCE OF PRACTICE

1-Almost Never  
 2-Seldom  
 3-Sometimes  
 4-Frequently  
 5-Almost Always

### EXISTING PRACTICE

1-Almost Never  
 2-Seldom  
 3-Sometimes  
 4-Frequently  
 5-Almost Always

## A SURVEY OF TEACHER OBSERVATION PRACTICE

1	2	3	4	5	1. My observer encourages me to clarify goals for my lesson.	1	2	3	4	5
1	2	3	4	5	2. My observer discusses the ground rules for the supervisory process.	1	2	3	4	5
1	2	3	4	5	3. My observer expresses his/her feelings honestly.	1	2	3	4	5
1	2	3	4	5	4. My observer encourages me to understand my thinking regarding all aspects of my lessons in greater depth.	1	2	3	4	5
1	2	3	4	5	5. My observer encourages me to experiment with creative educational strategies, teacher and student behaviors.	1	2	3	4	5
1	2	3	4	5	6. My observer identifies educational resources needed to assist me in creating students' successes.	1	2	3	4	5
1	2	3	4	5	7. My observer's formal classroom observations are used to promote instructional improvement.	1	2	3	4	5
1	2	3	4	5	8. My observer attempts to respond favorably to my responses in either the pre-conference or post-conference meetings.	1	2	3	4	5
1	2	3	4	5	9. My observer encourages me to be cognizant of my educational goals, objectives, and/or instructional strategies.	1	2	3	4	5

1	2	3	4	5	10. My observer frequently hears from teachers about the spirit of cooperation that exists in our school.	1	2	3	4	5
1	2	3	4	5	11. My observer encourages me to clarify teaching strategies for my lesson.	1	2	3	4	5
1	2	3	4	5	12. My observer responds frequently to me in the form of praise.	1	2	3	4	5
1	2	3	4	5	13. My observer maintains confidentiality.	1	2	3	4	5
1	2	3	4	5	14. My observer encourages me to identify possible relationships between my particular teaching strategies and desired outcomes.	1	2	3	4	5
1	2	3	4	5	15. My observer believes he/she is creating with teachers a learning environment that promotes success for all students.	1	2	3	4	5
1	2	3	4	5	16. My observer encourages me to clarify student achievement assessment techniques to be used during my lesson.	1	2	3	4	5
1	2	3	4	5	17. My observer follows through on commitments to me.	1	2	3	4	5
1	2	3	4	5	18. My observer suggest the use of questions such as, "What made you think of that?" in my lesson in response to unusual questions posed by students.	1	2	3	4	5
1	2	3	4	5	19. My observer encourages me to clarify the data gathering procedures to be used during my lesson.	1	2	3	4	5
1	2	3	4	5	20. My observer accepts responsibility for his/her actions.	1	2	3	4	5
1	2	3	4	5	21. My observer generally speaks positively about supervision.	1	2	3	4	5
1	2	3	4	5	22. My observer encourages me to summarize formal and informal assessments from lessons.	1	2	3	4	5
1	2	3	4	5	23. My observer demonstrates an acceptance of my ideas.	1	2	3	4	5
1	2	3	4	5	24. My observer exhibits an interest in me as an individual beyond his/her role as my supervisor.	1	2	3	4	5
1	2	3	4	5	25. My observer encourages me to recall data supporting formal and informal assessments from my lesson.	1	2	3	4	5
1	2	3	4	5	26. My observer encourages me to move around the classroom.	1	2	3	4	5
1	2	3	4	5	27. My observer encourages me to compare what I planned for my lessons with how the lesson actually went.	1	2	3	4	5
1	2	3	4	5	28. My observer encourages me to challenge students to be reflective.	1	2	3	4	5

1	2	3	4	5	29. My observer encourages me to infer relationships between my decisions and student achievement during my lesson.	1	2	3	4	5
1	2	3	4	5	30. My observer is continually examining ways to improve his/her observation performance.	1	2	3	4	5
1	2	3	4	5	31. My observer rephrases, paraphrases, translates, and/or summarizes my ideas.	1	2	3	4	5
1	2	3	4	5	32. My observer focuses on my concerns by listening actively, reflectively, and empathetically.	1	2	3	4	5
1	2	3	4	5	33. My observer encourages me to recall student and teacher behavior during my formal observation.	1	2	3	4	5
1	2	3	4	5	34. My observer encourages me to observe my colleagues teaching style.	1	2	3	4	5
1	2	3	4	5	35. My observer helps me clarify my instructional strategies.	1	2	3	4	5
1	2	3	4	5	36. My observer expresses a willingness to support my ideas.	1	2	3	4	5
1	2	3	4	5	37. My observer supports goals that are within my abilities.	1	2	3	4	5
1	2	3	4	5	38. My observer reacts to me in an appropriate manner when I need support.	1	2	3	4	5